



A CRITICAL AND INCLUSIVE PEDAGOGICAL PROPOSAL IN HIGH SCHOOL: the novel 'O Alegre Canto da Perdiz', by Paulina Chiziane, and its possible approaches to teaching African Literature

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SUMMARY

This article aims to present a pedagogical proposal for high school, through the approach to teaching African literature, focusing on the work "O Alegre Canto da Perdiz" (CHIZIANE, 2008). The need to expand literature teaching seeks to promote an approach that goes beyond the Eurocentric paradigm, exploring African literature as a way of enriching students' cultural repertoire, thereby including the development of critical and reflective awareness among learners. The article mentions the inclusion of African literature in the school curriculum, highlighting the importance of Law 10,639/2003, in this sense, which requires teaching about Afro-Brazilian History and Culture. Furthermore, the most recent document that guides and standardizes teaching: the National Common Curricular Base (BNCC, 2019), which discusses the need to rethink the way literature is taught at school, seeking to make reading and writing activities enjoyable for students. The proposed methodology involves collective reading of the work, with subsequent discussion in groups; the historical and social contextualization of the novel's plot, and the reflection on themes such as the sexualization of the black female body, whitening and identity. This pedagogical proposal aims to promote a more inclusive and diverse education, providing high school students with a critical experience in relation to African literature.

Key words: Pedagogical proposal, high school, African literature, "O Alegre Canto da Perdiz", Paulina Chiziane.

Introduction

African literature plays a fundamental role in representing identities, combating prejudice and promoting cultural diversity. However, it is common to observe literature teaching that prioritizes works and authors of European and American origin and, thus, leaves aside the importance of African literary production, especially when it comes to the Brazilian context. Faced with this reality, there is a need to rethink secondary school curricula in order to propose a pedagogical approach that values and includes this type of literature as an integral part of the educational process in force in the country.

In this regard, this is what Nigerian writer and academic Chimamanda Ngozi Adichie (2009) says, regarding the univocal version of looking at history: "Showing a single history is mutilating culture. The single story creates stereotypes, and the problem with stereotypes is not that they are false, but that they are incomplete. They make one story become the only story." (ADICHE, 2009, p. 14).

This understanding may be related to the anti-Eurocentric perspective in the study of literature, as it highlights the importance of recognizing and valuing the cultural diversity present in African literary production and other non-Western literature.

Therefore, it is possible that the inclusion of African literature in the school curriculum is essential to promote the deconstruction of stereotypes, the appreciation of cultural diversity and the recovery of the history and narratives of African peoples. In other words: by exploring literary works by African authors, students will have the opportunity to expand their literary and cultural repertoire, in order to develop a critical and understand the complexity of the social, historical and cultural realities of the African continent.

1 Given the evidence that it is necessary to recognize the teaching of African literature among students, this article presents a pedagogical proposal for teaching the aforementioned literature, taking as a starting point the work "O Alegre Canto da Perdiz" (2008), by Mozambican author Paulina Chiziane. To this end, the importance of this literature is seen in the educational context, as it provides cultural and social specificities for educators who wish to include works by other African authors in their studies. pedagogical practices ogics.

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About “The Merrycanto da partridge” - between author, work and literary criticism: some aspects...

Before talking about the work itself, it is necessary to know the biographical and literary context of the author of the novel in question, in brief words, in particular, the specificities, directions and meanings it may have.

The writer Paulina Chiziane was born in 1955, in the city of Manjacaze, in Mozambique (QUITÉRIA, 2022).

In addition to her contributions to African literature, she is also known for her activism on social and gender issues. Chiziane was the first Mozambican woman to publish a novel, consolidating herself as an important voice in the literary representation of the African continent.

Chiziane is also recognized for her activism in favor of women's rights and for her approach to feminist themes in her works. (TEIXEIRA, 2010)

Graduated in Philology and Linguistics from Eduardo Mondlane University, in Maputo, the writer began her literary career in the 1980s, when she began publishing short stories and poetry in Mozambican magazines (GONÇALVES, 2010). His first novel, “Balada de Amor ao Vento” (1990), was followed by other works of great relevance, such as “O Sétimo Juramento” (2000) and “Niketché: Uma História de Poligamia” (2002) In his works, the author uses the Portuguese language, a legacy from the colonial period, but incorporates elements of Mozambican culture and languages, such as Changana and Xitswa, thus enriching her writing with linguistic, historical and cultural nuances specific to her country and continent. Therefore, according to the words of Kabenguele Munanga: It is important not to lose sight of the fact that Africa was marked by several centuries of oppression, witnessing generations of explorers, traffickers of enslaved Africans, missionaries, who ended up creating a hostile image of the tropics, full of of natural forces adverse to the European colonizer and of so-called indolent men (MUNANGA, 2005, p. 175).

All this stereotyping of Africa that Munanga highlights above, Chiziane will dismantle, by bringing diverse voices and perspectives, offering a critical view of the social, political and cultural realities of the African continent. The author, with her vigorous and engaged writing, contributes to enriching this literary panorama by bringing to light urgent and pertinent issues for Mozambican and African society as a whole.

“O Alegre Canto da Perdiz” is a work that delves into the complexities of post-independence Mozambican society. The narrative follows the life of a courageous woman who challenges traditional norms of her time, who deals with issues such as patriarchy, spirituality, politics and love, offering an intimate perspective on Mozambican reality. The plot intertwines cultural and social elements, providing a reflective reading (TEIXEIRA, 2010).

“Alegre Canto da Perdiz” (2008) is a narrative composed of thirty-four chapters; the novel addresses the trajectory of the three female protagonists: Serafina, Delfina and Maria das Dores. The beginning of the book begins with the following statement: “There is a naked woman on the banks of the Licungo River. On the side of men” (CHIZIANE, 2008, p. 11).

Maria das Dores is the character who begins this novel by Chiziane, a lost, naked woman who seems to arouse the discomfort and indignation of the local residents. The story is built progressively and, as the chapters go by, it is possible to understand the message behind the characters: the story of his mother Delfina, his grandmother Serafina and his sister Jacinta. Furthermore, the narrative recalls, for example, the early life of her father, José, a former slave, who is later assimilated into the system, like his children.

Through the construction of the narrative, the novel in question addresses universal themes that are pertinent to the African scenario; brings understanding of the social and cultural dynamics of other regions of the African continent. According to Rodrigues (2015), he denounces the condition women were subjected to during colonization and builds a literary creation that addresses themes such as assimilation, miscegenation, ambitions, identity whitening, gender conflicts and other issues about life.

two In this way, Paulina Chiziane's work, once discussed in high school, can allow students to expand their world view on the diversity of experiences lived by African women, giving them the opportunity to understand structural mechanisms that generate inequality of gender, as well as points to questions surrounding the role of women in post-independence African society.

Furthermore, Chiziane's literary style, which combines elements of orality, poetry and social criticism, offers students a differentiated aesthetic experience, and enables the appreciation and analysis of literary resources typical of Mozambican culture, such as, for example, conflicts, flavors and local knowledge, observed in the character Maria das Dores, when at the beginning of the novel she arrives pregnant with knowledge, and

at the end of the narrative, it presents a model of structuring the past, mixing the comings and goings of a family with traumas contained in Memory (CHIZIANE, 2017).

The literary criticism of “O Alegre Canto da Perdiz” (CHIZIANE, 2008) highlights the author's peculiar writing in approaching universal themes through a cultural lens specific to Mozambique. Its narrative and developed characters highlight the author's ability to offer a representation of the post-colonial Mozambican experience. The work is praised for its contribution to understanding social and cultural dynamics throughout Africa, as noted by Norma Lima (2021).

Therefore, by including “O Alegre Canto da Perdiz” (2008) in the school curriculum, educators will possibly have the opportunity to awaken students' interest in contemporary African literature, encouraging reading and reflection on social and cultural issues. Therefore, teaching African literature is important, as it contributes to the construction of a more inclusive, diverse and reflective school curriculum.

After a brief presentation of the surroundings and the work in question, theoretical and methodological aspects that underlie the pedagogical proposal for using the work of author Paulina Chiziane will be addressed. In other words: teaching strategies, activities and teaching resources are presented here that aim to stimulate critical reading, reflection and understanding of the themes covered in the work, through discussion on the importance of formative and inclusive assessment as a means of monitoring the student learning process in the approaches.

African literature in high school

In general terms, introducing African literature into the school curriculum can contribute to the formation of conscious citizens, sensitive to the social issues that African literature raises and make them committed to the construction of a plural, more just and egalitarian society, as is possible. In fact, when reading other relevant works, such as “A Gorda” (FIGUEIREDO, 2017); “Meu Pé de Laranja Lima” (VASCONCELOS, 1975) and “Mayombe” (PEPETELA, 2013). Each of these works brings with it a set of experiences and perspectives, which can further expand students' literary and cultural panorama.

It is believed, therefore, that teaching literature originating from Africa, with emphasis on Portuguese, is an important step towards identifying and valuing cultural diversity, as well as understanding identities, reflected in teaching students themselves. Medium, promoting intercultural dialogue and a broader world view.

Given the above, it is expected that educators will find theoretical and practical support to promote the teaching of African literature in an engaged way, recognizing the transformative potential of these works in students' lives. In effect, it can be said that its inclusion in the school curriculum is an indispensable path towards a more plural, equitable and emancipatory education, with a view to promoting cultural diversity, deconstructing stereotypes, expanding students' literary repertoire and the stimulation of critical thinking about social and historical issues that the work highlights.

Until well before the implementation of Law 10,639/03, African literature had apparently been neglected and often underestimated, limiting the understanding of cultural diversity and the different literary voices that make up the panorama of the African continent. This assertion corroborates Abramowicz's thinking, for whom

Black culture is silenced at school, a silence that corresponds to non-existence and not to the act of being silent, omitted or suppressed, but as a way of not seeing, of relegating, a “pact” that must not be broken, otherwise I would have to redo the curriculum, redo the school. In view of this, the school reproduces a discourse based on the equality of all its students. Based on this discourse of equality, pedagogical agents end up activating power mechanisms that establish a model of society and punish all those who deviate from it, mutilating the cultural particularity of the segment of the Brazilian black population, based on a ritual that is legitimized in the institution. school, not because of what is said, but because of everything that is silent (ABRAMOWICZ, 2010, p.83).

Given the thinker's observation, the importance of literary diversity and the inclusion of the African paradigm in the context of teaching literature at school seems urgent, as it is a necessary response to deconstruct Eurocentrism or “American Americanism” and promote a broader and more comprehensive vision. plural of world literature. That is: valuing literary diversity is essential to provide students with a

more comprehensive and enriching training, which allows them to understand different perspectives, identities and human experiences, as can be seen when reading “O Alegre canto da Perdiz” (CHIZIANE, 2008).

In addition to this work, in which different voices are evident in different literary genres, African literature presents itself as vast and diverse, encompassing diverse works, both in form and content; styles and themes, and offers a different look at the history, cultures and struggles of African peoples. By including such works as “Meio Sol Amarelo” (ADICHE, 2006) in the curriculum, educators can have the opportunity to promote respect for cultural diversity, the appreciation of African roots present in Brazilian society and the deconstruction of negative stereotypes associated with the continent African. However, it is possible to notice that there is still a lack of inclusion of other literature, produced in Africa, in other languages, which indicates that the expansion of the literary repertoire, until now, has left something to be desired.

After the approval of the law referring to the National Common Curricular Base (BNCC, 2019), it is considered important to relocate literature from this axis, as a starting point in classes, emphasizing the importance of organized artistic language and expanding students' cultural repertoire .

In this sense, the BNCC advises that, mainly in high school, work should be done on expanding the cultural repertoire, covering various forms of expression found in literature, such as youth literature, peripheral-marginal, cultured, classical, popular, mass culture, media, and its multiple forms of appreciation. This includes works that carry a Brazilian, Western (Portuguese-language literatures), contemporary literature, indigenous, African and Latin American literatures.

This inclusion of African literature, following the struggles and demands of black movements and affirmative actions, is supported by law 10.639/03, already mentioned previously. The program content must include the study of the History of Africa and Africans, the struggle of black people in Brazil, black Brazilian culture and black people in the formation of national society, as will be seen in the guidance that the legal document points out below:

Brazil, a multiethnic and multicultural country, needs school organizations in which everyone is included, in which they are guaranteed the right to learn and expand knowledge, without being forced to deny themselves, the ethnic/racial group to which they belong and to adopt customs, ideas and behaviors that are adverse to them. And these will certainly be indicators of the quality of education that will be offered by educational establishments from different levels (BRASIL, 2013, p. 18).

Furthermore, African literary works provide a critical perspective on social issues, exemplified by the novel “Things Fall Apart” (ACHEBE, 1958), which explores universal themes of resistance and courage in the face of oppression, political and historical issues, such as those linked to the context of colonialism; *Oapartheid* com works that explore the injustices of this regime. Such as “It Rains Over Our Roofs” (BRINK, 1980); the processes of political independence, such as “Meio Sol Amarelo” (ADICHE, 2006), and the fight for human rights, with works such as “What the Day Owes to the Night” (KHADRA, 2008), which addresses the social complexities during the Algerian War, revealing individual struggles amid a context of political and cultural conflict.

By exploring these themes, through literature, students can develop critical awareness and expand their knowledge about the African reality, contributing to the formation of more engaged and aware citizens.

What can reinforce the reflection proposed here is that there is a huge panorama of Portuguese-language African literatures as well. In this context, the set of works produced by African writers stands out in Angola, Mozambique, Cape Verde, Guinea-Bissau and São Tomé and Príncipe, who have a vast literary production that reflects the experiences and realities of these nations. Authors such as José Eduardo Agualusa (Angola), Mia Couto (Mozambique), Pepetela (Angola), Ondjaki (Angola), Paulina Chiziane (Mozambique) and others have stood out internationally for the quality and relevance of their works, as stated by Mia Couto (2021). These writers bring to light narratives that address themes such as colonization, independence, social tensions, identity, gender, religiosity and other contemporary issues in African countries, themes that are also so dear to African literature in many languages.

By including teaching in the school curriculum, it is possible to provide students with an approach to the culture and history of these countries, as well as the opportunity to learn about and value authors who are often neglected in traditional educational programs. Thus, based on this theoretical contextualization, it is possible to understand the need and importance of including it in the school curriculum. Therefore, exploring the work “O Alegre Canto da Perdiz” (CHIZIANE, 2008) as an example of African literature

contemporary, presenting his work and its relevance to the pedagogical proposal in question.

Theoretical foundation

The teaching of Afro-Brazilian culture in schools has a certain misguided quality, given its historical approach centered on slavery, to the detriment of an analysis of the causes and consequences of the dispersion of Africans around the world. (XAVIER FILHO, 2023). In this sense, it can be said that the absence of content on the history of Africa, in the period before slavery, in school curricula is noteworthy.

Several difficulties, such as the lack of teacher training and the lack of updated support resources, seem to be obstacles to the exploration of elements of Afro-Brazilian culture at school. However, it is imperative to recognize the right of all people, including black people, to have their traditions and cultures studied at school (MOSQUERA ANDRADE, 2023).

In this context, educators must understand the importance of valuing and respecting Afro-Brazilian culture for understanding and preserving this rich heritage. The school, as an institution, has the role of transmitting knowledge historically accumulated by humanity.

The promulgation of Law no. 10,639/2003 made the teaching of Afro-Brazilian history and culture mandatory throughout the elementary and secondary school curriculum (BRASIL, 2003). Based on this legal framework, all subjects need to incorporate these elements throughout the years of schooling.

The inclusion of African literature in the school curriculum demands a pedagogical approach that goes beyond simply reading works, seeking to explore social, historical and cultural issues present in the narratives. This reflective approach is essential for students to develop a critical awareness in relation to the topics covered (ARAÚJO, 2023).

The pedagogical proposal aims at the aesthetic appreciation of the works and promote the understanding of social reality, encouraging reflection on power relations, cultural identity, inequalities and individual and collective experiences portrayed in African literature (STAMM, 2023). In this way, students can engage in discussions and analyzes that contribute to their formation as critical and conscious citizens.

Methodological procedure for the work proposal in high school

The proposed methodology for teaching the work, regarding the application of this Teaching of Literature, is guided by the BNCC guidelines, in the “Artistic-literary Field”. In high school, the introduction of works of African, Afro-Brazilian, indigenous and contemporary literature must be carried out in a systematic way, deepening relationships with historical, artistic and cultural periods. The proposal seeks to involve students in an active and participatory way, encouraging critical reading, group discussion and individual reflection.

Thinking about proposals for implementing Law No. 10,639/2003 implies focusing on and reacting to rigid school structures. Interdisciplinarity in this proposal is fundamental, opening space for dialogue, listening, integration of knowledge and the breaking of watertight disciplinary barriers (BRASIL, 2006, p.57).

Application Strategies:

- Guided Reading: Start reading the work collectively, providing moments for discussion and analysis of the main themes, characters and literary elements present in the narrative.
- Research and Contextualization: Encourage students to carry out research on the author Paulina Chiziane, the history of Mozambique and the social issues addressed in the work to create a broader context and understand the nuances of the narrative.
- Conversation Circles and Debates: Promote conversation circles and debates in the classroom to discuss the themes covered in the work, such as gender oppression, domestic violence, cultural identity and female resistance.
- Text Production: Propose text production activities, such as reviews, essays and short stories, so that students can express their interpretations, analyzes and reflections on the work, stimulating creativity and critical writing.

Use of Teaching Resources and Materials

In addition to the work itself, videos, documentaries, photographs, music and complementary texts can be



used to enrich the teaching-learning process. The use of technological resources, such as digital platforms, websites and applications, is recommended to offer additional information about the author, the historical and cultural context, as well as interactive activities related to the work, as pointed out by BNCC. These resources broaden students' understanding, offering different perspectives and encouraging interdisciplinarity.

Development and Application of the Proposal

Didactic sequence from the book "O Alegre Canto da Perdiz" (2008), by Paulina Chiziane. **TARGET AUDIENCE:**1st to 3rd YEAR OF HIGH SCHOOL **GENDER:**ROMANCE

NUMBER OF CLASSES:04**DURATION:**XX HOURS.

Content:African Literature

Main goal:Understand the importance of African literature, highlighting the conception of the world seen from this perspective for students' theoretical learning.

Specific objective

- Reading of the work, "O joyful canto da Perdiz" (2008), by Paulina Chiziane, aiming for first impressions and interpretations.
- Understand the historical and social context of colonization and its negative effects.
- Reflect on the sexualization of the black female body.
- Work on issues of whitening and identity.

1. Collective Reading

FIRST CLASS Duration: XX Date: XX/ 2023.

Content:Presentation of the work and the author.

Main goal:Discover African literature

Specific objective:Make students reflect on a new literary paradigm.

Methodology:Talk to students about African literature. Introduction of the concept of theoretical basis and characteristics of the author, his biography and work. Then, promote reading and oral exploration of excerpts from "O joyful Canto Da Perdiz" (2008), by Paulina Chiziane.

The first stage consists of collective reading of the work, carried out in the classroom. The teacher can divide the work into excerpts or chapters, encouraging students to read aloud, sharing the literary experience and allowing immediate discussion about the elements of the text. While reading, it is important to encourage critical analysis of the characters, situations and literary resources used by the author.

For the first day of class, it is necessary to present the book: "O Alegre Canto da Perdiz" (2008), by Paulina Chiziane. In addition, the presentation of the Mozambican author, as well as a small bibliographic summary of her, showing the importance of studying African literature. Soon after, the collective reading of the book will begin, in which students will have contact with the excerpts selected by the teacher. After reading, the teacher will give a short theoretical and contextualized exposition of the book, answering and answering questions, so that, according to the students' reading, they understand the main ideas and objectives that will be worked on in the classroom. With this, the students, with the teacher, will progressively build the content, in a mutual dialogue, with their first impressions and interpretations of the work.

This is why the teacher, in his teaching style, must adopt diversified teaching strategies, which mobilize less memory and more reasoning and other higher cognitive skills, in addition to enhancing the interaction between student and teacher and student-student for the permanent negotiation of meanings of curricular contents, in order to provide collective forms of knowledge construction (PCN, 2000).

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At the end of the first class, students can be asked to form small reading groups among themselves and continue the discussion in the *Whatsapp* about the book. Each group will be responsible for reading specific chapters of the work selected by the teacher, in which they will highlight which parts caught their attention the most. They will be responsible for continuing the discussions in subsequent classes, introducing the topics that the teacher will discuss throughout the classes, relating them to the readings they have done.

2. Group Discussions



SECOND CLASS Duration:XXDate: XX/ 2023.**Content:**African Literature**Main goal:** Understand the historical aspect of the work.**Specific objective:**Organize students into groups to discuss specific themes from the work. Provide a brief historical context in which the work takes place. Relate the topics discussed by the groups with the historical context and the effects of colonization.**Methodology:** Talk to students, providing a historical contextualization of the specific African country in which the work takes place. Explain events that influenced the narrative, such as Mozambique's independence and the colonial context.

After collective reading, students must organize themselves into groups to discuss specific themes from the work. Each group can be responsible for a theme, such as gender oppression, tradition and modernity, cultural representation, among others. Groups must conduct additional research on the assigned topic and prepare a presentation to share with the class. These group discussions promote the active participation of students, encourage dialogue and the exchange of ideas.

For the second day of class, they already have previous readings in groups and also during the week. Students will already come with a brief knowledge of the specific chapters that were divided between them. Therefore, on the second day, the teacher will provide a brief historical contextualization of the specific African country and, historically, demonstrate the facts that surround it: the independence of Mozambique, the colonial context and its negative effects, so that, with prior reading of the excerpts selected by each group of these students, it is possible to place them in their understanding of the work.

Sailors civilized the people by tearing their eyes out of their faces. They Christianized women by fornicating in the woods. They built the new world with swords, cannons and whips. They pacified the earth by ripping the tongue out of its mouth. The chief sailor shouted from the rooftops: this is a thief, arrest him. This one is strong, chain him up, sell him. This one is stubborn, kill him. These are poisonous, they are lucid, they think, they conspire, they make us drunk. They are all vain, lazy, idle, liars, enslave us (CHIZIANE, 2008, p. 70).

The explanation that in the region of Zambézia, where the story of the book takes place, is important for understanding the work, because historically it was in this region that there was greater miscegenation, throughout the process of Portuguese colonization, with the mixture between whites and blacks . The Portuguese decided to invest in the occupation of this territory, seeking local trading, aiming for gold. In this perspective, the "survival strategies of the Portuguese and 'Indo-Portuguese' adventurers who settled there" (CABAÇO, 2007) are situated. Furthermore, the Portuguese Crown, in the 17th century, granted land concessions to women, did this to attract settlers for marriage (CAPELA, 2005).

In this sense, this was the period in which a civilizational project emerged which, according to Mudimbe (2013), is the application of a colonizing structure that encompasses physical, human and spiritual aspects and in all social spheres during this period of colonial rule. Soon after, the teacher will ask the groups to read the parts that most caught their attention in the chapters and, with this reading, the teacher will increasingly relate it to the historical context of the book, explaining the issues of colonization, its negative effects, so that themes can be introduced and so that discussions can be enriched with students.

At the end of the class, they will be asked to continue reading, highlighting the parts that caught their attention the most, so that the discussion can be deepened in subsequent classes. The evaluation will be done through the participation of students in class discussions.

3. Historical and Social Contextualization and Exploration of Themes

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THIRD LESSON Duration:XXDate:XX/ 2023.**Content:** African Literature**Objective generates:** Reflection on specific, relevant and urgent themes in the work.**Specific objective:**Learn from the groups' readings and reflections on urgent topics. Understand "The sexualization and hypersexualization of the black woman's body".**Methodology:** Lead the discussion on the construction of the female body during colonial domination, addressing prostitution, sexual violence and degradation. Analyze the characters in the work, such as Maria das Dores and Delfina, relating them to the theme in question.

During discussions, it is important to provide the historical and social contextualization of the work. The teacher can provide information about the context in which the author wrote the work and seek to address historical and cultural aspects of Mozambique. Events that influenced the narrative cannot be left out. This contextualization allows students to understand the work, in a broader context, and understand the relationships between literary fiction and reality.

For the third day of class, readings and in-depth discussions about the chapters read by each group will continue. Each group will bring their readings and personal reflections and, from this, as the students already have knowledge of the historical context and have already made and brought their personal reflections in previous classes as well. At this point, specific topics will be introduced to be discussed in the classroom. The construction of the theme will be discussed, based on the observation of the characters read by them, with emphasis on the main ones, such as Maria das Dores and Delfina. Thus, topics such as “The sexualization and hypersexualization of the black woman’s body” will be discussed.

In the first two classes, students were able to understand that white Europeans colonized and explored. Then, the professor, based on this observation, will explain how the book “O Alegre Canto da Perdiz” (2008) involves reflecting on the reified and prostituted black female body, given the consequences of this colonization. Furthermore, how the black female body is constructed in the colonial imagination, being negatively viewed due to colonial rule, being treated as a sexual object. As Sueli Carneiro (2013, p. 231) puts it: “In every situation of conquest and domination of one human group over another, it is the sexual appropriation of women from the defeated group by the winner that best expresses the scope of the defeat”.

In this case, the teacher will reflect with students on the black woman’s body, given the colonial and post-colonial context, and how this woman is seen, based on prostitution, commodification or even as a way of obtaining benefits from the white man. Portuguese. “Even prostitutes seek success on the scale of ordinary mortals” (CHIZIANE, 2008, p. 150).

In this sense, the professor will focus on explaining how the female body, during colonial domination, was transformed into a “dominated body”, subjected to the practice of prostitution, the market, used to serve the new local Portuguese population, sexual violence, to eroticization, sexual degradation. In other words, the professor will present how the Portuguese imposed their colonizing logic even on this issue. The evaluation will be carried out based on the participation of each group and the contributions made by them throughout the class.

Reflection on Specific Themes

FOURTH CLASS Duration:XX Date: XX/ 2023.

Content:African Literature

Main goal: Reflection on specific, relevant and urgent themes in the work.

Specific objective: Encourage reflection and critical analysis of specific themes addressed with Identity, whitening and others.

Methodology:Encourage students to bring critical reflection to the topic analyzed in the book. Give autonomy for your opinions and thoughts.

After contextualization, it is essential to promote reflection on specific topics covered. Students can be encouraged to discuss issues such as identity, colonialism, gender discrimination, resistance, cultural traditions, among others. The teacher can use provocative questions to stimulate critical thinking, such as “How does the work portray the struggle for freedom?” or “In what ways does the protagonist defy social expectations?” This reflection contributes to the development of students’ critical awareness and to the analysis of the themes present in the work.

In the fourth and final meeting, the readings and reflections based on the reading and the progress they made throughout the classes will follow. Right after the groups’ reading contributions, the teacher will give a presentation regarding the themes of whitening and identity. The teacher will talk about bleaching relating it with the book and how this happens. In other words: “In the description of this process, white people appear little, except as a universal model of humanity. Target of envy and desire from other non-white racial groups and, therefore, seen as not so human. In fact, when bleaching is studied, it is found which was a process invented and maintained by the white elite (...).” (BENTO, 2002, p. 25).

In this case, it will be important for the teacher to explain how the characters in the book, such as Delfina, for example, mother of Maria das Dores, go through this process of whitening, in which she abandons her customs and values, to the detriment of black values. In other words, she abandons, or has her own identity deconstructed, to get closer and closer to white Europeans. At the end of the class, the teacher will ask for a

evaluative activity, which will provide a general diagnosis of the students. In other words, the teacher will ask each group to prepare a critical and reflective text on one of the topics covered throughout the classes.

Final considerations

In this article, the importance of including African literature, especially the work “O Alegre Canto da Perdiz” (CHIZIANE, 2008), in the school curriculum was addressed. The text began with the problematization of the Eurocentric paradigm in the teaching of literature, highlighting the need for literary diversity and cultural representation corroborated by Law 10,639/2003 and also by the document “The National Common Curricular Base” (BNCC, 2019).

Furthermore, the focus was on the work “O Alegre Canto da Perdiz” (2008) and its author, Paulina Chiziane, highlighting its literary context and providing a brief biography. It was possible to recognize the importance of this work as an example of contemporary African literature and its relevance for teaching literature in high school.

The theoretical and methodological foundations that support the critical pedagogical proposal for teaching the work were highlighted, as well as the intrinsic relationship between African literature, critical consciousness and reflection, highlighting the importance of a pedagogical approach that goes beyond simple literary analysis, encouraging social, historical and cultural understanding.

In the topic of developing the pedagogical proposal, the steps were described, with a didactic sequence that can be used, involving collective reading, group discussions, historical and social contextualization, and reflection on specific themes. The importance of using appropriate teaching resources and materials, including digital technologies, to enrich students' learning experience was taken into consideration.

In the final words, the main points addressed in the article were developed: the importance of the critical pedagogical proposal for teaching African literature, highlighting that this approach provides students with the opportunity to expand their cultural repertoire, promoting the appreciation of diversity, the fight against prejudice and the construction of a critical awareness in the face of social, historical and cultural issues present in literary works.

Finally, by incorporating this literary paradigm in the classroom, it is quite possible that educators will have the power to awaken students' interest in different perspectives, encouraging them to question stereotypes, recognize their own identities and engage in discussions that contribute to the construction of a more just and egalitarian society. Therefore, the inclusion of African literature in the school curriculum, combined with a critical pedagogical proposal, represents an important tool for the comprehensive training of students, allowing them to develop cognitive, emotional and social skills, in addition to contributing to the construction of a critical consciousness that transcends the boundaries of the classroom.

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